

# INSPECTION REPORT

**SS. JOHN & MONICA CATHOLIC PRIMARY SCHOOL**

Moseley, Birmingham

LEA area: Birmingham

Unique reference number: 103478

Headteacher: Mr Tim Riley

Reporting inspector: Mrs Jean Harding  
21378

Dates of inspection: 10<sup>th</sup> – 12<sup>th</sup> July 2000

Inspection number: 197238

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Chantry Road, Moseley, Birmingham
Postcode:	B13 8DW
Telephone number:	0121 449 5868
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr George Gallagher
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

SS John and Monica is a Catholic primary school for boys and girls from 4 to 11 years of age. There are 208 pupils in the school. It is about the average size for primary schools. Nearly 80 per cent of pupils are of non-white ethnic origin and over 40 per cent speak English as an additional language, or are at the early stages of English language acquisition. Although this is a Catholic primary school, about two-thirds of pupils come from homes which have a non-Christian religion. Numbers on roll are constant, and the school is always over-subscribed.

There are 31 pupils, 15 per cent, on the special educational needs register; this is below average. There are three pupils in the school with statements of special educational needs; this is average. One pupil is disapplied from the National Curriculum tests as he has recently arrived in this country and had very little English. Over 40 per cent of pupils are eligible for free school meals, which is well above average. The school is situated in a pleasant residential area but takes pupils from all around, especially Balsall Heath which is a district that has many social problems. Many pupils come from disadvantaged socio-economic backgrounds.

At the time of the inspection only two children were still under the age of five. Most children have had pre-school learning experience. Attainment on entry is mostly lower than expected, especially in language and aspects of personal and social development.

### **HOW GOOD THE SCHOOL IS**

This is a good school. Over the last three years, the National Curriculum test results have been consistently well above average at the end of Key Stage 2, and since 1998 they have been very high. Standards in the core subjects of English mathematics and science are above national expectations. The religious dimension of the school is key to the ethos of high expectations and achievements. The pupils are encouraged to value themselves and this leads to success. The good leadership of the school sets the ethos. The management, although satisfactory, is not so good, and so there are inconsistencies in many aspects of the school. The teaching is generally good, especially the teaching of English. The school spends more money per pupil than most schools but, given the good progress of the pupils, it gives good value for money.

#### **What the school does well**

- The National Curriculum test results are among the highest in the country.
- The ethos is very good. There is a clear commitment to high standards of work and behaviour.
- The leadership of the headteacher and governors is good.
- Pupils' spiritual and moral development are very well promoted.
- The teaching is good. This ensures that pupils have very good attitudes to their work and leads to good learning.
- The specialist provision for pupils who use English as an additional language is good and so these pupils make good progress in their learning.

#### **What could be improved**

- There is insufficient monitoring by the headteacher and curriculum co-ordinators and this means that the quality of planning and teaching is inconsistent.
- The management and day-to-day administration are not rigorous enough.
- The assessment information is not used well enough to help teachers' planning. There are deficiencies in the construction and use of individual education plans for pupils with special educational needs.
- The school development plan is not well enough planned to ensure evaluation of targets and to underpin success.

*The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils in the school.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Since then it has made satisfactory overall progress in addressing the issues for improvement raised in that inspection report, but further improvements are still required to ensure the best provision. However, the school has made a very great improvement to the National Curriculum test results, especially at Key Stage 2. There has been a marked improvement to the teaching; no unsatisfactory teaching was observed during this inspection, compared with nearly a fifth at the previous inspection.

There have been satisfactory improvements to the provision for pupils with special educational needs; the identification of their difficulties has improved and so has the support, but this is still not as good as it could be. There are better assessment procedures, but these could be further improved and extended and there is still insufficient use of the data acquired. There have been satisfactory improvements to the safety issues raised at the last inspection; the inherent difficulties of the building and the site constrain further improvements until the proposed construction work has been completed. The school development plan is better prioritised, but the formulation of this essential document could be improved. There have been some improvements to the planning and monitoring of the curriculum, but again, there are further improvements to be made. Pupils' standards of design and technology have improved, and the provision for physical education has also improved, with further good improvements planned for next year.

The school has satisfactory capacity to make further improvements. This could be good as long as the issues of management are addressed and the administration is more rigorous.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A*	A*	A*	very high A* well above average A above average B average C below average D well below average E
Mathematics	A	A*	A*	A*	
Science	A	A*	A*	A*	

The National Curriculum test results for Key Stage 2 in 1999 were among the highest five per cent in the country. When compared with the results for schools who admit pupils from similar backgrounds, the results are amazingly high. Results for 2000 show that all eligible pupils attained at least the expected level 4 and a significant number attained the higher level 5. Similarly, at Key Stage 1, the test results for pupils over the last three years were generally above average and for 1999 they were well above average when compared with similar schools. This year's results show that almost all pupils attained the expected levels and, in mathematics, many pupils attained the higher level 3. The trend in test results at Key Stage 1, over the last three years, has been inconsistent for reading and mathematics, but has been going down in writing. At Key Stage 2 the trend is above the national trend. The school has already exceeded its targets for pupils in Year 6, for attainment in literacy and numeracy, which were set for 2000.

However, the standards of attainment in the work seen in English, mathematics and science, during the inspection, although sometimes high, did not reflect the National Curriculum test results at both

key stages. A significant minority of pupils are not attaining in line with national averages and expectations and the work scrutinised was not all of a high standard. Pupils' learning is good overall, but it is inconsistent between the classes.

Pupils' progress in speaking and listening is good, especially considering how many use English as an additional language. Children make good progress in learning in the reception class; many arrive at school with low skills in key areas, but most pupils work at the expected levels by the time they go into Key Stage 1. Pupils' learning in the subjects seen is generally satisfactory and good for a few pupils. Pupils with special educational needs generally make satisfactory progress in learning, and those with more particular needs, which require a statement of special educational needs, make good progress. Pupils of African and Caribbean heritage make better progress than many of their peers in other schools.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils want to learn and they enjoy school.
Behaviour, in and out of classrooms	Good in lessons and around school.
Personal development and relationships	Relationships are very good. Pupils' personal development is good.
Attendance	Although below average, it is satisfactory overall. Most authorised absence is due to parents taking their children on extended holidays to visit their families in other parts of the world.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The teaching is good overall. Over two-thirds of lessons observed were at least good and three lessons, 12 per cent, were very good. No lessons were graded as unsatisfactory. Teaching is best in Year 5 as the planning is so much better than in other classes. The teaching in the reception class is consistently good. The teaching of English is usually good and pupils are encouraged to use their literacy and numeracy skills well in other subjects.

The strengths of the teaching lie in the good relationships that staff have with pupils and their knowledge and understanding of the teaching of basic skills. The best lessons have detailed plans for the outcomes, and pupils are managed well. There are some lessons which, although generally satisfactory, could be better if there was more detailed planning and inclusion of realistic assessment criteria so that teachers know if they have been successful. The teachers' management of a few pupils who show disruptive behaviour is inconsistent. Pupils using English as an additional language are taught well by the specialist teacher. Pupils with special educational needs have teaching which is satisfactory overall but is, again, inconsistent; pupils with less marked difficulties are not always given work that is appropriate to their needs.

A particular strength of pupils' learning is their interest and concentration. Even the youngest pupils work hard for long periods of time. Pupils' pace of working lapses when tasks set are not challenging enough and they are allowed too long to finish them.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Good for children under five, except for their physical development. Pupils are prepared well for secondary education.
Provision for pupils with special educational needs	Satisfactory overall, but with strengths and weaknesses. Pupils with statements are well supported. The provision of appropriate work by class teachers is inconsistent.
Provision for pupils with English as an additional language	Good overall. The specialist teacher has a very good input, but this work is not always translated into appropriate work in the classrooms.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for spiritual and moral development is especially strong. Provision for social and cultural development is good.
How well the school cares for its pupils	Pupils' pastoral needs are cared for well, but assessment is not well enough established and used to ensure that all pupils' performance is properly monitored.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The leadership by the headteacher is good but key staff have limited management responsibilities. Management and administration procedures lack rigour.
How well the governors fulfil their responsibilities	They perform their roles well. They provide clear leadership and have set a very good ethos.
The school's evaluation of its performance	Satisfactory. Strengths are known and built upon. Weaknesses are generally known.
The strategic use of resources	Satisfactory. Money is usually spent wisely, but experienced staff are not always used efficiently. Time is not always managed well enough.

The key to the success of the school is the ethos of care and high achievement, based on the belief that all pupils can succeed. This ethos is set by the overt application of religious faith that underpins all learning. The principles of best value are usually applied well and so money is not wasted; prudent measures have been taken to prime the funds for projected refurbishment of the accommodation. However, few systems and structures have been set up to ensure consistency, and so the management would find it difficult to build on current strengths unless there is increased rigour in planning and administration.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The way teachers help all pupils to learn and grow in confidence.</li> <li>• Pupils are very successfully encouraged to respect each others' faiths and cultural backgrounds.</li> <li>• They think that behaviour is very good.</li> <li>• Pupils are happy in school because of the way they are known and cared for as individuals.</li> <li>• They feel well informed.</li> <li>• They appreciate the good way any suggestions or concerns are followed up.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• Provision for sports, including swimming.</li> <li>• The amount of homework.</li> <li>• The presentation and timing of letters sent home to them.</li> <li>• The accommodation; especially as some see it as posing safety risks.</li> </ul>

Parents think highly of the school. Parents, of all religious affiliations, appreciate the way that faith underpins all the school's activities. Inspectors agree with their positive views, although behaviour is judged to be good rather than very good. Inspectors also agree with parents about the extra-curricular activities; more could be done and the range of activities could be wider. The provision for sports is improving, with an imaginative programme of activities planned for next year. Homework is generally satisfactory. The letters to parents are improving, but they could improve further. The governors are aware of the deficiencies of the accommodation and have appropriate plans to remedy them.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The National Curriculum test results are among the highest in the country**

1. The last inspection, in 1996, judged that standards of attainment at the end of each key stage were in line with national averages and expectations; the National Curriculum test results for 1995 also showed this. Since then there has been a dramatic improvement in pupils' grades at both key stages. Since 1997 the school has been getting mostly above-average grades at the end of Key Stage 1 and well above average, and even very high grades at the end of Key Stage 2. When compared with similar schools, using the percentage of free school meals as a measure, this school has been performing well above expectations.
2. When considering the results that pupils attained at the end of Key Stage 1 in 1995 and 1996, it appears that pupils have made very good progress through Key Stage 2. The National Curriculum test results, and the findings of the last inspection, indicated that the pupils then in Year 2 attained in line with national averages and expectations in English, mathematics and science. At the end of Key Stage 2, when these pupils are in Year 6, their overall achievement is at much higher levels.
3. The reasons for this great improvement are many and complex. There has been a good improvement to the teaching which helps pupils in their learning. Pupils are prepared extremely well for the tests. Pupils, with the help of their parents, work very hard. But, it must be said, these reasons are probably not the full explanation. The school, itself, was very surprised at the very high results for the last two years. A significant number of pupils were not expected to attain results at level 4, the level that 11-year-olds should attain. Teachers' own assessments did not show such high grades for all pupils. Inspection evidence found even these assessments a bit high.

#### **The ethos is very good. There is a clear commitment to high standards of work and behaviour.**

4. The school considers itself to be a multi-faith Roman Catholic primary school. This is the key to its success. Without losing its specific Catholic identity the staff manage to encompass all the major teachings of other of the world's major faiths. Parents, of all religious persuasions, are very happy with this and suggest that this is a crucial aspect of the work of the school. The inspection team agrees.
5. The spiritual dimension runs through all that is done. Reference is made to religious belief, and the best way of living, in many lessons and throughout the school day. The essence of the teaching is that everyone is different, but special. All pupils are told that they can succeed, and they believe it. The commitment to high achievement in work, behaviour and their lives, is impressed on pupils, constantly. The positive ethos really helps those pupils who may have problems, and the school has had great success in helping these pupils to achieve, in terms of much improved work and behaviour. Pupils are proud of their school and themselves.

#### **The leadership of the headteacher and governors is good.**

6. The ethos of high achievement is set by the governors and the headteacher. The aims and values of the school are clear and appropriate and these are reflected in all of its work. The feeling of community and the importance of a religious faith permeates all that is done, to the great benefit of pupils and their families. This is greatly appreciated by parents who feel involved and valued as partners with the school.

7. Governors are well involved in school life and give good support to staff and parents. Individual governors are attached to classes and follow the pupils through the school. They know what is going on and act as 'critical friends'. They revel in the school's success but are not complacent. They are led by a knowledgeable chair who has spearheaded the plans for the improvements to the building. The previous inspection team noted that the building and site were not best suited to modern education, and now governors have plans, which are well underway, to improve things.
8. The headteacher provides clear educational direction for the school. He is key to the ethos of care and support for staff and pupils. He has set the expectations of high standards of attainment and personal life. He ensures that there are good relationships inside the school and with outside agencies and parents.

**Pupils' spiritual and moral development are very well promoted.**

9. This is a Catholic school but the provision for pupils' spiritual development encompasses more than instruction in the basic tenets of the Christian faith. All religious faith is respected. The results of the sensitivity and consideration about other religious belief are evident. No pupil is withdrawn from religious education or acts of collective worship and all pupils attend weekly mass. Religious education and worship were not inspected during this inspection as the school is to be inspected for these at a later date, but it is clear that many lessons draw on the
10. fundamental beliefs of all religions, such as kindness, development of self-worth, respect for others' values and beliefs, and the importance of family and community. This is key to the success of the school and is acknowledged as such by parents.
11. The pupils' moral development is very well promoted as an obvious extension of the religious dimension. Pupils are expected to behave well and the staff and governors are good role models. Pupils with a variety of problems are accepted into the school and are helped to overcome difficulties by example and direct instruction. Everyone is valued. Over their time at the school pupils adopt the values that are expected by parents, and they are well on the way to becoming responsible people by the age of eleven. The provision for moral development also encompasses social development, and values such as fairness, honesty and truth, are fostered well within lessons and through the whole work of the school.

**The teaching is good. This ensures that pupils have very good attitudes to their work and leads to good learning.**

12. The standards of attainment in English, mathematics and science could not have been achieved without good teaching. Over the whole school all lessons observed were at least satisfactory, 68 per cent were good and 12 per cent were very good. The teaching in the reception class is consistently good and so is the teaching in Year 5 with some very good teaching taking place here.
13. The teaching at Key Stage 1 is satisfactory overall. The teaching at Key Stage 2 is good overall with strengths and weaknesses between the classes. The teaching of English is good and a significant proportion of teaching is very good, although this could be even better if the programme for the development of speaking and listening was better planned.
14. The help given by the classroom assistants is invaluable and they make a very good contribution to the teaching and to the care of pupils. These staff have areas of real expertise, such as information and communications technology, in working with the youngest children and with those with special educational needs. The specialist teaching of pupils who use English as an additional language is good and this is a key factor in their acquisition of English and in their adaptation to school life. The teaching of pupils with special educational needs is satisfactory overall but could be better. The individual education plans for pupils are not always detailed enough to be a sound basis for planning appropriate work and even when they are, the class teachers do not always plan work that is suitable for these pupils. The planning

of a significant number of lessons is a weak factor in the teaching, and needs to be addressed if further improvements are to be made. However, the individual programmes for pupils with statements of special educational needs are mostly good and are appropriately used, and so these pupils make good progress.

15. Strengths of the teaching are the high expectations set in most classes and teachers' knowledge and understanding of the pupils and their subjects. The high expectations lead to good learning and a pleasant atmosphere in the classrooms.

**The specialist provision for pupils who use English as an additional language is good and so these pupils make good progress in their learning.**

16. The school is fortunate to have a specialist teacher on the staff who works part-time. She does good work with the pupils and is a support to the other teachers. She is devising a policy and assessment procedures and knows the progress of the pupils. Pupils are making at least sound, and usually good progress in their acquisition of English. Support staff and volunteers make an essential contribution to this work. A significant number of pupils arrive at the school with little English but, after a relatively short time, most are able to access the curriculum with sufficient skills to cope in school and outside.

**WHAT COULD BE IMPROVED**

**There is insufficient monitoring by the headteacher and curriculum co-ordinators and this means that the planning and teaching are inconsistent.**

17. The weaknesses of the school are due to ineffective monitoring, or even no monitoring, of important aspects of the school's work. This is not because of lack of will or lack of skill, but due to a mistaken belief that sustaining goodwill when judging colleagues' work, is more important than helping them to improve their performance. A few contentious issues have, therefore, been shirked. There is insufficient emphasis on accountability.
18. The teaching, although good overall, is inconsistent. The headteacher is well aware of some of this and has taken good steps to support and train colleagues, but important weak aspects of teaching are not known, or have not been appropriately addressed. The suspension of the previous appraisal system has not helped this, but the headteacher is aware that the new systems for performance management for teachers will be of benefit in this.
19. There has been some monitoring in English and mathematics but not enough by curriculum co-ordinators. There is virtually no monitoring by co-ordinators of other subjects. This means that deficiencies are not known and improvements have not been made to the teaching in some classes. The very good practice seen in some classes has not been spread to others.

**The management and day-to-day administration are not rigorous enough.**

20. The school runs reasonably well on a day-to-day basis but this could be much better with more rigorous procedures and full compliance with agreed procedures. There is a lack of finish and polish to many aspects of the school's management. Everyone is well intentioned, but there are few systems and structures in place to ensure that activities are properly planned and run to time, documents are accurate, and the building is tidy. Some parents have pointed this out, and they are right. Although there are good teaching, support and administration staff, who know what needs to be done, there are few quality assurance procedures and many things are done informally. This is fine when everything is simple, but is not good enough for the complexities of a modern school. The problems caused by ineffective evaluation procedures run through much of the school. Few aspects of the school's work are properly delegated to individuals, so there is little sense of ownership or accountability. A few statutory requirements are not met because no one person is responsible for checking what is needed.

21. Planning, of school improvements, staff time, and lessons, is not rigorous enough to ensure the best results. There are lots of good plans, but insufficient organisation to realise them in the best way. This was a weakness noted at the last inspection. Evaluation is still a general weakness as few criteria are set. Staffing matters have been too lax so that procedures for staff appointment, induction, appraisal and training are not as effective as they might be. Experienced staff have not been used efficiently. Where job descriptions do exist, people are unsure of what they entail and are unclear of precisely what is expected of them. The headteacher is aware that performance management procedures should be better and plans are being made to improve this.
22. The management roles of key staff such as the senior managers and curriculum co-ordinators are satisfactory but could be more effective. These staff have not been given sufficient authority to lead their own subjects or aspects of the school. They are well able to do this, but the staff team is under-performing as they do not have enough influence over their areas of responsibility.
23. The full-time special educational needs coordinator has been given a year away from regular class teaching to sort out the special educational needs provision and to devise individual education plans. Much sound work has been done. However, there is a relatively small number of pupils on the special educational needs register, and only ten with more marked needs, on the Code of Practice stages 3-5. Given that the individual education plans are not always used by class teachers, this was not a good management decision as the teacher's well-honed skills could have been used more profitably elsewhere. This is inefficient and is the result of a lack of analysis of need and of measurable outcomes, such as the progress made by these pupils.

**The assessment information is not used well enough to help teachers' planning. There are deficiencies in the construction and use of individual education plans for pupils with special educational needs.**

24. Although there have been some improvements to assessment since the last inspection, more needs to be done to ensure total knowledge of what pupils know and understand and how they could do better. A sound start has been made in devising assessment procedures for core subjects such as English, mathematics and science, and sound new ones for information and communications technology and physical education, are in place for next year. However, assessment in other subjects hardly exists.
25. There is a basic policy for assessment, but it is not a good foundation for action. There is no overall co-ordinator and few procedures to ensure that information gained from assessment has been used. This is linked to the ineffective monitoring by co-ordinators. The acquisition of spoken English is key for this school, but there are no agreed schemes of work or assessment procedures to assure the quality of the teaching, apart from ones currently being devised by the specialist teacher for English as an additional language. The gains in learning, for most pupils, are due to the efforts of the majority of staff, but there are inconsistencies in approaches which should be sorted.
26. A weakness is the quality of marking and the lack of useful day-to-day assessments of pupils' work. This means that teachers do not know what each pupil most needs to improve and therefore lesson-planning is not as effective as it could be. The new individual education plans are often not used to plan individual work for pupils. Frequently all pupils do the same work and although this shows high expectations, pupils' basic understanding may be lacking, resulting in deficits in their knowledge and skills that will emerge later.

**The school development plan is not well enough planned to ensure evaluation of targets and to underpin success.**

27. The key issues for action noted in the previous inspection report included improving the school development plan, in terms of priorities, and linking these to the budget. The school has made some improvements, but still the plan could be better. The governors have, appropriately, set aside a considerable sum to carry forward to ensure that there are sufficient funds to start the improvements to the building. The costings for this are known. The costings for other aspects of school improvement are often rather vague and there are few criteria to evaluate whether development targets have been met. The managers need more training in this aspect of planning.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to continue the improvements already made, the school must now:

- θ improve the monitoring of the planning of the curriculum and the teaching by:
  - allocating time for co-ordinators to monitor the planning and teaching of their subjects;
  - establishing a programme for the formal monitoring of teaching by the headteacher;
  - devising formal procedures for the monitoring, including feedback to staff;
  - devising appropriate evaluation criteria so that everyone knows what is expected, and by when.  
(*paragraphs 17, 18, 19, 21, 25*)
  
- θ improve the management by:
  - ensuring that everyone complies with agreed procedures;
  - enabling staff and pupils to work in the best conditions by improving the communication and tidiness;
  - ensuring that staff have appropriate, negotiated job descriptions and that they are appraised using these;
  - ensuring that staff are used in the most efficient way. This will require a more realistic analysis of need.
  - improving the management of time, especially by the headteacher.  
(*paragraphs 20, 21, 22, 23*)
  
- θ improve assessment procedures, and the use of assessment by:
  - more rigorous use of the data collected in English, mathematics and science;
  - devising, and ensuring everyone uses, assessment procedures for other subjects;
  - improving the quality of individual education plans so that staff know what is necessary at any time to ensure the best progress for individual pupils with special educational needs;
  - ensuring that the individual education plans are used by class teachers;
  - devising suitable schemes of work for speaking and listening and incorporating assessment procedures for these.  
(*paragraphs 13, 14, 23, 24, 25, 26*)
  
- θ improve the formulation and usefulness of the school development plan by:
  - ensuring that the costings are accurate;
  - devising appropriate procedures to measure success.  
(*paragraph27*)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	14	8	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		208
Number of full-time pupils eligible for free school meals		88

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		31

English as an additional language	No of pupils
Number of pupils with English as an additional language	92

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	6.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.14
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	10
	Girls	15	14	14
	Total	27	26	24
Percentage of pupils at NC level 2 or above	School	90 (93)	87 (93)	80 (93)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	9
	Girls	13	14	13
	Total	23	24	22
Percentage of pupils at NC level 2 or above	School	77 (90)	80 (90)	73 (90)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	18	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	9
	Girls	18	18	18
	Total	27	28	27
Percentage of pupils at NC level 4 or above	School	96 (90)	100 (93)	96 (100)
	National	70 (65)	68 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	16	18	18
	Total	25	28	28
Percentage of pupils at NC level 4 or above	School	89 (87)	100 (90)	100 (87)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	35
Black – African heritage	4
Black – other	0
Indian	35
Pakistani	59
Bangladeshi	0
Chinese	3
White	38
Any other minority ethnic group	36

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR– Y6**

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	22.1
Average class size	30

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	89

### ***Financial information***

Financial year	1999/00
	£
Total income	429,309
Total expenditure	428,585
Expenditure per pupil	2,060
Balance brought forward from previous year	53,171
Balance carried forward to next year	53,895

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	211
Number of questionnaires returned	73
Percentage of questionnaires returned	35

G&S – is the %age return still put in?

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	14	3	0	0
My child is making good progress in school.	74	26	0	0	0
Behaviour in the school is good.	60	34	3	1	1
My child gets the right amount of work to do at home.	48	37	10	5	0
The teaching is good.	71	27	1	0	0
I am kept well informed about how my child is getting on.	60	27	10	1	1
I would feel comfortable about approaching the school with questions or a problem.	71	21	4	1	3
The school expects my child to work hard and achieve his or her best.	71	23	5	0	0
The school works closely with parents.	62	30	5	1	1
The school is well led and managed.	67	30	1	1	0
The school is helping my child become mature and responsible.	63	33	4	0	0
The school provides an interesting range of activities outside lessons.	40	27	10	11	12